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ABSTRACT

A series of 11 fact sheets giving basic information on specific subjects of interest to those working with handicapped and gifted children. The fact sheets, developed by the ERIC (Educational Resources Information Center) Clearinghouse on Handicapped and Gifted Children during fiscal year 1977, are designed in a question/answer format and have resource references. Following are the topics of the fact sheets (with sample subtopics in parentheses): nondiscriminatory evaluation (definition, assessment selection); severely handicapped (identification, educational objectives, parent role in service delivery): individualized education program (definition, components, goal determination); procedural safeguards (requirement of Public Law 94-142--Education for All Handicaped Children Act, use of surrogate parents); child find (definition, outreach, evaluation procedures); the arts and the handicapped child (rationale, model programs); parents of handicapped children (parental problems, rights and responsibilities of parents); gifted and talented handicapped (definition, identification); mainstreaming (definition, rationale, effects on regular classroom teacher role); careers in special education (future outlook, related services); and child abuse and neglect (definition, identification, procedures for reporting). (PHR)

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# FACT SHEETS FROM THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN

1977

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Council for Exceptional Children
1920 Association Drive
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To meet the increasing demand for information on current high interest topics and trends, the ERIC Clearinghouse on Handicapped and Gifted Children develops an annual series of fact sheets as one of its user services products. The fact sheets are designed to present basic information on specific subjects following a question/answer format.

The eleven fact sheets in this series were produced during the FY 77 contract year. They have been compiled in a single document for convenient entry into ERIC.

# NONDISCRIMINATORY EVALUATION

## *Fact Sheet*

**What is meant by nondiscriminatory evaluation?**
Evaluation and placement of handicapped children are major dimensions of recent federal legislation. Both Public Law 94-142, The Education for All Handicapped Children Act of 1975, and Section 504 of the Vocational Rehabilitation Act of 1973 have specified that materials and procedures used to evaluate and place handicapped children be selected and administered so as not to be racially or culturally discriminatory. The term "evaluation" refers to procedures used with individual children to determine first, whether the child is handicapped, and second, the nature and extent of the special education and related services that the child needs. The regulations governing evaluation do not apply to group tests administered to all children in a school district, grade level, or class.

**What approaches can be taken to minimize cultural or racial bias?**
It is extremely important to use a variety of approaches to evaluate a child's level of functioning. It is now illegal to use only one test or score as the basis for special education placement. Evaluation materials must be administered in the child's native language, if at all possible. This statement should not be interpreted to mean that examiners should use translated versions of standardized instruments. Although translations may be helpful with some children, there are serious problems involved in administering and interpreting direct translations of standardized tests.

By using a multidisciplinary team approach to assessment, the risk of mislabeling and inappropriate placement is reduced. The child should be assessed in all areas related to the suspected disability. This would include health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

The selection and administration of appropriate evaluation materials and procedures require that personnel be informed and sensitized to the uniqueness of different children. Evaluators should stay abreast of new research, which is continually emerging, on instruments and approaches that have proven to be most effective with children from various cultural, racial, or handicapped groups.

**How can children with specific disabilities be assessed more fairly?**
Tests should be selected and administered so that their results accurately reflect what the test is supposed to measure. Care should be taken that the results are not skewed by the child's impairment. For example, underestimating the ability of deaf children on the basis of standardized intelligence tests is notoriously common. In all direct contact with the child, communication should be in the mode that the child normally uses, such as sign language, braille, or oral communication.

**Are there any specific instruments or procedures that must be used?**
The only thing that the law requires is a multiple approach to evaluation. It does not specify particular materials or procedures. It does require, however, that assessment instruments be properly and professionally validated for the specific purpose in which they are to be used.

**Some questions to consider in selecting an approach for assessment.**

- Do I know the child's preferred mode of communication?
- Do I understand the child's culture and language so that I can evoke a level of performance which accurately indicates the child's underlying competencies?
- Can I evaluate the child fairly without personal prejudice?
- Are the approaches I am considering consistent with the child's receptive and expressive abilities?
- Will the instrument I have selected assist in delineating a recommended course of action to benefit the child?

**RESOURCES**

Nondiscriminatory testing -- CEC topical bibliography #713. 1977. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. ($4.50).

Nondiscriminatory testing -- CEC topical bibliography #813. 1978. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. ($4.50).

Nondiscriminatory testing -- CEC topical bibliography #913. 1979. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. ($4.50).

CEC provides a training institute on protection in evaluation procedures-nondiscriminatory testing. For information write CEC, Conventions Unit or call our toll free number (800) 336-3278. Virginia residents please call collect (703) 620-3660.

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# SEVERELY HANDICAPPED

## *Fact Sheet*

**Who are the severely, profoundly, and multiply handicapped?**
In most instances, these individuals can be described as being nonverbal communicators, having minimal self care skills, displaying limited socially adaptive behaviors, and possibly also having one or more predominant handicaps such as severe motor disability, blindness, or deafness.

**What should be the major objective for educators of the severely handicapped?**
Because this level of students is extremely dependent upon adults in their environment, their basic learning need is to decrease this dependent behavior and to increase the ability to demonstrate self initiated behavior.

**What skills must the teacher of the severely handicapped possess?**
Multiple impairments of the severely handicapped require a new breed of teacher—a coordinator, manager, and synthesizer—who can gather information from a variety of specialists and incorporate it into effective intervention strategies. Such a classroom teacher should have a good command of task analysis and the behavior learning principles.

**Which disciplines can significantly contribute to the teacher's training?**
Occupational therapy, nursing, nutrition, speech pathology, audiology, social work, pediatrics, dentistry, physical therapy, and psychology all contribute significantly to the development of a comprehensive teacher preparation program.

**Are there basic key elements in a sound curriculum for the severely and profoundly handicapped?**
Every curriculum ought to be adapted to the individual student's objectives, be sequenced, and have a usable and continuous data collection system.

**What role can parents and paraprofessionals play in implementing the service delivery system for severely and profoundly handicapped individuals?**
If properly taught, paraprofessionals, aides, and volunteers can be of great assistance in helping the teacher implement the instructional program. Parent involvement is vital if there is to be carry over of skills learned in the classroom.

**What is the most appropriate setting wherein the severely, profoundly, and multiply handicapped individual can be educated?**
The most adequate, available, practical, obligated, and least restrictive environment within which a full service program for the severely handicapped can be offered at reasonable cost is the public school system.

**Are there other resources available?**
Yes, there are, and they come in various forms:

- *Judicial Rulings:* Pennsylvania Association for Retarded Children versus Commonwealth of Pennsylvania, Mills versus Board of Education of the District of Columbia.
- *Legislation:* Public Law 94-142, The Education for All Handicapped Children Act of 1975; Section 504 of the Vocational Rehabilitation Act of 1973.
- *Governmental Agencies/HEW:* Bureau of Education for the Handicapped, Office of Developmental Disabilities.
- *Parent and Professional Organizations:* The Council for Exceptional Children, National Association for Retarded Citizens, National Society for Autistic Children, American Association for the Education of the Severely and Profoundly Handicapped.

- *Publications and Nonprint Media:* Available from The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, Virginia 22091.

  *The CEC invisible college conference on the severely, profoundly, and multiply handicapped.* (six cassette tape album and program brochure). ($65.00, Stock No. 162).

  *Very special children series: Developing skills in severely and profoundly handicapped children.* ($5.00, Stock No. 163).

  *Opening closed doors.* (report on deinstitutionalization). ($7.50, Stock No. 152).

  *Hey don't forget about me! Education's investment in the severely, profoundly, and multiply handicapped.* ($7.50, Stock No. 140)

  *Special education for the severely handicapped: The state of the art in 1975.* ($1.95, Stock No. 125).

  *Assessment of deaf-blind children: The Callzusa scale.* ($3.50 Stock No. 126).

- *Bibliographies:* Approximately 100 citations with a 200 word summary for each entry. Order from The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, Virginia 22091. ($4.50 each).

  Severely and multiply handicapped -- programs, teaching methods, and curriculum -- 1977, #716.

  Severely and multiply handicapped -- programs, teaching methods, and curriculum -- 1978, #816.

  Severely and multiply handicapped -- programs, teaching methods, and curriculum -- 1979, #916.

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# INDIVIDUALIZED EDUCATION PROGRAM

## *Fact Sheet*

**What is an individualized education program?**

Every handicapped child receiving special education must be provided with an individualized education program (IEP) that specifies what education and related services will actually be provided. The mandate to provide an IEP for every child requires that those responsible for the education examine each child as an individual. This is the key to assure that each handicapped child is receiving a free and appropriate education. The concept of an individually written program for each handicapped child is not new. It is, in fact, what competent educators have been doing for years. What is new is the fact that it is required by federal law, it must be written, and the child's parents must agree to the program.

**What are the components of an individualized education program?**

According to Public Law 94-142, an IEP must:

- Be written.
- Describe the child's present levels of educational performance.
- State annual goals.
- State short term instructional objectives.
- Describe specific educational services to be provided.
- Determine the extent of the child's ability to participate in regular educational programs.
- Determine the starting date of the child's program.
- Anticipate the duration of the services.
- Select appropriate objective criteria and evaluation procedures to determine whether instructional objectives are being achieved.
- Determine the schedule for evaluating progress, at least annually.

**Who determines what will be included in an individualized education program?**

Public Law 94-142 requires that a representative of the education agency that has the authority to deliver the agreed upon services, the teacher, the parent or guardian, and, whenever appropriate, the child meet to develop the IEP.

An IEP is basically an agreement between (a) a consumer (who is the student) and his or her parents or guardians and (b) the supplier (which is the local, intermediate, or state education agency). In developing an IEP, the supplier and consumer should explore together the needs of the child, ways those needs can be met, and which educational needs have the highest priority. Thus, an appropriate education is individually designed for each handicapped child by providing special education and related services required to meet those needs.

The following questions and answers are based on material from *A Primer on Individualized Education Programs for Handicapped Children,* (Torres, 1977).

**What information would be helpful in writing an individualized education program?**

Since each program is written for a particular child, it is important to have appropriate assessment data available that indicate the child's present level(s) of performance. Areas of assessment would include intellectual and social development, and physical capabilities such as the use of legs, arms, eyes, ears, and speech. The child's age, grade, and degree of learning to date must be

considered when setting goals. Equally important are the child's strengths and weaknesses. These would include such things as general health factors, special talents, best mode of learning, and sensory and perceptual functioning.

Information can come from tests given by psychologists, educational diagnosticians, teachers, or others who have worked with the child, or it can come from teacher or parent observations.

**How can priorities be set?**

By looking at the child's present level of functioning, parents and teachers can begin to see critical areas needing attention. These areas can be pinpointed by having parents, teachers, and the child, if possible, state what they think is most important. These become the high priority learning items. Other areas where weaknesses exist can then be identified.

As the IEP is developed, placement needs become apparent. There must be some correspondence between the number and level of the annual goals set and the amount of time available for instruction. Planners need to consider whether goals can be met within the regular program with consultation for the teacher, with a few hours a week of supplementary instruction, or with more hours of direct instruction by a specialist.

**How are annual goals and short term objectives determined?**

Annual goals can only be the group's best estimate of what the child will be able to do within one year. If goals are accomplished sooner than anticipated, additional goals will be set. There must be a relationship between the annual goals set and the child's present level of performance. The support needed to achieve the annual goals must be documented and the person(s) responsible for such support should be listed.

While the annual goals for each child are established by the planners, themselves, the short term objectives can be obtained from a variety of published sources. A curriculum guide can often be the best tool to use when pinpointing behaviors and sequencing short term objectives.

**REFERENCE**

For up-to-date-references, please write The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, or call the Information Services toll free number (800) 336-3728. Virginia residents, please call collect (703) 620-3660.

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# PROCEDURAL SAFEGUARDS

## *Fact Sheet*

**What guarantee of procedural safeguards including due process is there for handicapped children?**
Public Law 94-142 requires any state, intermediate, or local education agency that wants to be eligible to receive federal funds for the education of handicapped children must provide procedures to assure that handicapped children and their parents or guardians are guaranteed procedural safeguards with respect to identification, evaluation, and educational placement or the provision of a free appropriate public education.

**What are the procedural safeguards guaranteed to parents or guardians by Public Law 94-142?**
Public Law 94-142 offers the following guarantees to parents and guardians:

- Written notification before evaluation. In addition, the right to an interpreter/translator if the family's native language is not English (unless it is clearly not feasible to do so).
- Written notification when initiating or refusing to initiate a change in educational placement.
- Opportunity to present complaints regarding the identification, evaluation, placement, or the provision of a free appropriate education.
- Opportunity to obtain an independent educational evaluation of the child.
- Access to all relevant records.
- Opportunity for an impartial due process hearing including the right to: (a) receive timely and specific notice of the hearing; (b) be accompanied and advised by counsel and/or individuals with special knowledge or training in the problems of handicapped children; (c) confront, cross examine, and compel the attendance of witnesses; and (d) present evidence, such as the written or electronic verbatim record of the hearing and written findings of fact and decisions.
- The right to appeal the findings and decision of the hearing.

**Under what conditions can a surrogate parent be appointed for a child?**
According to the law, assignment of a surrogate parent for children occurs when the child's parent or guardian is not known, the child's parents are unavailable, or the child is a ward of the state.

**What is the purpose of a surrogate parent?**
The surrogate parent represents the child as a parent in all matters pertaining to the identification, evaluation, placement, and the provision of a free appropriate public education.

**What situations could require the convening of an impartial due process hearing?**
If a child is being considered for evaluation and permission is not granted by the parents, the education agency may request a hearing to present its reasons for wanting to conduct the evaluation.

If there is a disagreement about the recommended individual education program (including placement) or change in the program of a child, the parent or the local education agency may request a hearing.

If there is any complaint with respect to any matter relating to the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education, such complaints may be reviewed at an impartial due process hearing.

**What guarantee is there that the hearing will be impartial?**
The law states that employees of local or state education agencies involved in the education or care of a specific child may not act as hearing officers for that case. The intent of this safeguard is to eliminate any bias that may be brought to the hearing by someone already involved in the matter.

**What happens if one of the parties is not satisfied with the outcome of the local or intermediate education agency hearing?**

An appeal may be made to the state education agency which shall conduct an impartial review of the hearing and render an independent decision. If the problem cannot be resolved to everyone's satisfaction by the review, either party has the right to bring civil action with respect to the complaint.

**What happens to the child while proceedings are pending?**

If the education agency and the parent agree on a temporary placement, the child will be placed. If an agreement cannot be reached then the child will remain in the same setting as before the action began.

If the case involves a child who is entering public school for the first time then the child shall be temporarily placed in a public school program, with the consent of the parent or guardian, until all proceedings have been completed.

**RESOURCES**

*A primer on due process—education decisions for handicapped children.* Alan Abeson, Nancy Bolick, Jayne Hass. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Stock No. 104, $4.95).

A CEC training institute is available on due process. For additional information write CEC, Conventions Unit or call our toll free number (800) 336-3728. Virginia residents, please call collect (703) 620-3660.

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# CHILD FIND

## *Fact Sheet*

**What is meant by child find?**
The term "child find" has been coined to describe the activities related to identifying, locating, and evaluating all children who are handicapped and in need of special education and related services. Public Law 94-142, The Education for All Handicapped Children Act, requires states to report the number of handicapped children that have been identified within each disability category, including children in all public and private agencies and institutions within the state. Up until now, estimates on the number of handicapped children and youth have been based on projections from census data and similar reports. This is the first time a total effort has been made to actually count those children who are currently receiving special education and those who are in need of special education.

Child find activities must be undertaken at two priority levels. The law defines "first priority children" as those who are not receiving any education and are in an age group for which the state must make available a free appropriate public education. "Second priority children" are handicapped children with the most severe handicaps within each disability who are receiving an inadequate education.

**What is a handicapped child?**
Not every child who has a disability is necessarily handicapped. For the purposes of Public Law 94-142, only those children who require specially designed instruction to meet their unique needs may be counted as handicapped.

**Who are the children who are not receiving any education?**
For the most part, these are children who for some reason are not attending school at all or who are in a facility that has no educational component. All children who are at home or in hospitals, institutions, and other private facilities must be accounted for and provided with a free appropriate education at public expense.

A massive public awareness effort is required to assist in locating these children. It is essential that a variety of strategies be employed in order to reach the public in as many ways as possible.

**Suggested ways of reaching the public.**

- Grocery sack stuffers.
- Stuffers with utility bills or bank statements.
- Inserts in church bulletins.
- Posters, brochures, and display cards for buses.
- Films and other media.
- Press conferences and speaker bureaus.
- Contact with parents, professionals, and community organizations.
- Newsletters and newspaper releases.
- Bumper stickers, buttons, and badges.
- Letters to parents.
- Information booklets.
- Television and radio spots.

**Who are the handicapped children who are receiving an inadequate education?**
These are generally children who are in some type of special education program or who have been newly referred for special education. The law requires that by October 1, 1977, every child receiving special education have written an individualized education program (IEP) that meets the unique needs of that child. Through this strategy, the number of children receiving an inadequate education should be substantially reduced.

**How should children be evaluated for special education and related services?**
A multidisciplinary approach to evaluation is essential in developing an appropriate individualized

education program. The child should be assessed in all areas related to the suspected disability including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. In all direct contact with the child, communication should be in the language or mode (such as sign language) that is normally used by the child. Every effort should be made to avoid materials and procedures that may be discriminatory.

**RESOURCES**

The Council for Exceptional Children has developed a training institute in the area of child find. For further information call CEC, Conventions Unit at (703) 620-3660 or (800) 336-3728.

*Child identification: A handbook for implementation, 1976.* National Association of State Directors of Special Education, 1201 16th Street, N.W., Washington, D. C. 20036 ($2.00).

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# THE ARTS AND THE HANDICAPPED CHILD

## *Fact Sheet*

**Why provide arts programs for the handicapped?**
Children's handicaps can limit their experiences and perceptions of the world. Arts experiences provide an opportunity for children to sort through the bulk of sensory information they receive and allow them to participate actively in their sensory environments. The philosophy of the National Committee, Arts for the Handicapped has stated:

> Creative arts experiences can be a powerful vehicle for providing beauty and joy to children burdened by physical, emotional, or mental handicapping conditions. Recent research indicates that increased achievement in sensory, psycho-motor, cognitive, and affective skills may be obtained through regular participation in arts activities.

**What kinds of arts should be available to the handicapped child?**
Given the opportunity, handicapped children can enjoy all of the performing and creative arts available to the nonhandicapped including dance, music, drama, poetry, photography, and pottery as well as painting, sculpturing, weaving, filmmaking, jewelry making, and other types of crafts.

**Who should teach in arts programs for handicapped children?**
The concept of educating handicapped children in the least restrictive environment should be conveyed as well into their participation in creative and performing arts. Artists and art educators must be sensitized to the fact that the needs of handicapped children are common to those of all children. With some training, most instructors can adapt their programs to meet the needs of individual children. Regular teachers, special education teachers, recreation workers, and parents should acquire basic skills in the arts in order to initiate and support children's artistic expression.

For information about training programs, special courses, and workshops, contact:

Claudine Sherrill, Ph.D.
Creative Arts for the Handicapped
Texas Woman's University
Denton, Texas 76204

Shaun McNiff, Ph.D.
Integrated Arts in Education Program
Lesley College
35 Mellen Street
Cambridge, Massachusetts 02138

Gary Barlow, Ph.D.
Art Education Department
Wright State University
Dayton, Ohio 45431

Arthur Harvey, Ph.D.
College of Arts and Sciences
Eastern Kentucky University
Richmond, Kentucky 40475

Jerome Davis
Aesthetic Education Program
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Georgiana Jungels, ATR
State University College at Buffalo
127 Bishop Hall
Buffalo, New York 14222

Caroline Allrutz, Ed.D.
Northern Illinois University
DeKalb, Illinois 60115

**What justification is there for including arts programs in an educational curriculum for handicapped children?**
Part of Public Law 94-142, The Education for All Handicapped Children Act, stated, "Each state and educational agency shall take steps to insure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art,

music, industrial arts, home economics, and vocational education" (Section 121a23, Regulations). The rules and regulations governing this Act go on to say that artistic and cultural programs, art, music, and dance therapy may be among the related services offered to handicapped children if they are required to assist the child in benefiting from special education (Section 121a13, Comment, Regulations).

**What is being done to encourage artistic expression?**

The National Committee, Arts for the Handicapped has launched a program of Very Special Arts Festivals at key sites throughout the nation. These festivals give handicapped people the opportunity to sing, to play an instrument, to dance, to act, and to display their works of art. In some states the Very Special Arts Festivals are held in conjunction with the Special Olympics, thus providing an opportunity for handicapped people to share both their artistic and physical accomplishments.

**Are there any really good programs available as models?**

Model arts programs which provide quality arts experiences for handicapped children and youth have been identified. These model sites programs are national resources providing technical assistance to other art educators, special education instructors, administrators, parents, cultural leaders, and program directors.

**Model Sites Programs.**

Very Special Arts Festival
New York State Education Department
Albany, New York

Ways and Meaning Place
Harrisburg, Pennsylvania

Clover Park Schools
Lakewood Center, Washington

Camp Sunshine
Rockford, Illinois

San Fernando Valley Arts Council
Northridge, California

Jeffco Arts in Education Program
Jefferson County School District, R-1
Lakewood, Colorado

CEMREL, Inc.
St. Louis, Missouri

Alan Short Center
Stockton, California

Art Education Department
Wright State University
Dayton, Ohio

**Where can handicapped children experience "great" art?**

More and more museums are designing special programs for handicapped visitors. These include special wheelchairs equipped with rotating mirrors, braille captions of artifacts, teletype-writers to enable deaf persons to ask questions, captioned audio exhibits, and displays that can be handled. Some museums also offer classes for handicapped individuals. Museums with such special programs include the Boston Children's Museum, Boston, Massachusetts and the Junior Arts Center, Los Angeles, California. The Philadelphia Museum of Art also has a special course for visually handicapped adults.

**RESOURCES**

National Committee, Arts for the Handicapped
1701 K Street, N.W.
Washington, D. C. 20006

Education Facilities Laboratory
ARTS
Box 2040, Grand Central Station
New York, New York 10017

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# PARENTS OF HANDICAPPED CHILDREN

## *Fact Sheet*

**What are some of the problems facing parents of handicapped children?**

Parents confronted with the challenge of raising a handicapped child are inevitable overwhelmed by questions. What is the best thing to do—right now? Should parents try to find a preschool program? Are there good elementary programs in the area that will make the most of the child's abilities? If not, what should parents do? A young child spends so much time at home—can parents help him during these valuable hours? How? Will raising a handicapped child put too great a strain on the marriage? How will other brothers and sisters react? Where can parents turn for support, answers to pressing questions, and direction to services that are truly responsive to a child's needs?

Many parents searching for help talk of "hitting a stone wall." All too often, parents are given a diagnosis (sometimes in medical terms they barely understand) and have no idea at all what to do next. The need for information is an enormous one especially the kind of information that encompasses the widest possible range, that is related to a child's own special problems, and that is based on identification with the experiences of the parents.

Parents need to know not only about the educational and medical or therapeutic programs but also about opportunities for recreation for their children and respite for themselves. They need to know about new ideas and hopeful developments in action for the handicapped and who their friends and allies are in the community. They need "how to" information: how to stimulate a young child's development, how to work with teachers and other professionals in bringing out their child's potential, how to act effectively to bring about new programs when services are inadequate or nonexistent.

Getting this kind of information can make a crucial difference to handicapped children and their families. But it is no easy task.

**How do parents find the services their child needs?**

Frequently, it is necessary to consult several sources to find out what services are available. It is unlikely that the child's physician or the child's teacher is aware of *all* the services that are available. Members of local parent organizations are often experts on hard to find local services. Information and referral services are provided by local government and social service agencies (look in the telephone book under city or county government and consult the yellow pages under "Social Service Organizations"). Organizations such as Health and Welfare Councils, United Way, and Easter Seal Societies may also prove helpful. Also, Closer Look, the National Information Center for the Handicapped, is organized to link parents with sources of help that exist in their own communities.

**What are the rights and responsibilities of parents with respect to their child's education?**

A school system can seem very formidable to a parent who first takes a handicapped child in hand and goes to find out what is available. It is important for parents to know the steps to take to obtain services and the staff that have the responsibility for providing those services. Parents have a vitally important role in school conferences on evaluation and placement and in followup procedures that ensure programs are effective. This role, now acknowledged by law, means that parents must have increased familiarity with tests and diagnostic procedures as well as confidence in working with various members of the school team. There are trained advocates in a growing number of communities who can give parents the help they need in these situations. It is a big help, too, to learn basic diagnostic information since this will strengthen the parent as a monitor of their child's school placement.

For years, parents went begging for educational services for their handicapped children. Now,

state and federal laws have made it clear that education is *every* child's right. Legislation passed by Congress in 1975, The Education for All Handicapped Children Act, requires that education be provided to all handicapped children no matter how severe their disabilities may be. Some states call for programs to start at birth recognizing the remarkable progress that can take place when learning starts as early as possible.

Implementation of this law is going to require a concerted action by all concerned citizens. More than ever before, parents must learn to practice the art of practical politics—to make sure that laws are backed by necessary funding. Coalitions have emerged in many parts of the country, uniting parent groups in their efforts to gain full public support for equal educational opportunities for handicapped children.

**Why should parents join a parent group?**

Parent groups have been a significant force at the national, state, and local levels in obtaining needed services and ensuring the rights of the handicapped to such things as an equal education. From the point of view of the individual parent, the greatest value of parent groups is probably the unique kind of understanding and support they can give. It helps to know that one is not alone and to have the advice and encouragement of others who have been through similar difficulties. National, state, and local groups exist for most of the specific handicaps.

The world that parents of handicapped children are living in is changing dramatically. Parents are seen more and more as equal partners with professionals in planning educational programs and helping to carry them out. There is more hope than ever that handicapped children will not be stigmatized by being "different," but will be accepted and respected individuals in the community.

The greater the awareness parents have of their role, the more power they will have to push open doors that are still closed, change rigid and antiquated attitudes, and see their children grow to an adulthood that holds independence and the greatest possible fulfillment.

**Checklist for Action**

- Find out from other parents which professionals have been most helpful.
- Join a parent group to obtain personal support and information as well as to increase the group's strength to promote better services.
- Keep a record of observations and all correspondence with professionals and schools.
- Know what rights are guaranteed by law and persist in obtaining an educational program and related services that are appropriate.
- Recognize that feelings of despair, fatigue, and guilt are common to all parents, especially parents of handicapped children. Get the emotional support needed from other parents or professional counselors.

**RESOURCES**

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

American Coalition of Citizens with Disabilities
1346 Connecticut Avenue, N.W. #817
Washington, D.C. 20036

American Council for the Blind
1211 Connecticut Avenue, N.W. #506
Washington, D.C. 20036

Association for Children with Learning Disabilities
4156 Library Rd.
Pittsburgh, Pennsylvania 15234

Closer Look
National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

International Association of Parents of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association for Mental Health
1800 North Kent Street
Rosslyn, Virginia 22209

National Association for Retarded Citizens
Post Office Box 6109
2709 Avenue E East
Arlington, Texas 76011

National Association of Parents of the Deaf-Blind
525 Opus Avenue
Capitol Heights, Maryland 20027

National Association of the Physically Handicapped
6423 Grandville Avenue
Detroit, Michigan 48228

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60623

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016

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1920 Association Drive, Reston, Virginia 22091
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# GIFTED AND TALENTED HANDICAPPED

## *Fact Sheet*

**Who are the gifted and talented handicapped?**

The gifted and talented handicapped are those people who by virtue of outstanding abilities are capable of high performance in spite of a handicapping condition such as visual, hearing, or orthopedic impairments, emotional disturbances, or learning disabilities. These are people who require special educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to themselves and society. So often persons only think of the gifted in terms of intellectual talents, but special abilities may occur in the areas of psychomotor skills, social (leadership) skills, performing arts, or creativity.

**How can people be both gifted and handicapped?**

Even though it may seem incongruous for handicapped people to also be gifted or talented, the fact remains that people with handicaps can function at a gifted level in society or in school. Some examples of well known gifted handicapped people are writer, lecturer, and humanitarian Helen Keller (deaf, blind, and mute), inventor Thomas Edison (deaf), painter-sculptor Leonardo da Vinci (learning disabled), President Franklin Roosevelt (orthopedically impaired), and singer-composer Ray Charles (blind).

**Do they need special programs?**

Special programs for the gifted and talented handicapped are necessary because the unique physical and intellectual needs of this group require that special attention be given to both their handicap and their giftedness. Historically, special consideration has most often been given to a handicapped person's disability, while intellectual development has not received a high priority. Those celebrated gifted handicapped people, while certainly noteworthy for achieving greatness in spite of a handicapping condition, are unfortunately the exception rather than the rule.

**How can we identify the gifted and talented handicapped?**

Identification of the gifted and talented handicapped is often difficult. Caution must be taken not to overlook the potential hidden beneath the handicapping condition. Talent may be present but not functional. How does one calculate the intellectual ability of a deaf child who has not yet learned to use language effectively enough to communicate what is locked up in his bright mind? How can one estimate the potential of a physically handicapped child who cannot even respond by pointing to a chosen answer? Standardized intelligence tests are commonly used to identify gifted children but such tests cannot be considered reliable measures of the gifted handicapped child's potential. Identification is an ongoing process that must be conducted within the context of a program that encourages and nourishes the development of talent.

Other forms of assessment that may be used to identify talents and abilities are:

1. *Biographical information forms*, which combine information obtained from a number of sources such as parents, teachers, friends, and self reports by using behavioral characteristics as predictors of future performance.
2. *Behavioral checklists*, which may be used in indicating a person's potential to develop certain talents and abilities if given the opportunity.
3. *Play observation records*, which gather a sampling of information about individual children in less structured play situations where leadership abilities and creativity may be more readily observable.

4. *Peer evaluation forms*, which may be used to obtain children's perceptions of their peers which may be a revealing source of information about a particular child.

**What can be done to promote services for gifted and talented handicapped?**

- Help the public become aware of the existence and potential of gifted and talented handicapped children.
- Support research in the field of gifted and talented handicapped.
- Encourage the development of programs and more appropriate curriculum and materials for this special group.
- Establish advocate groups in both the private and public sectors of society.
- Encourage the development of better methods of identifying the gifted and talented handicapped including referral, diagnostic, and placement strategies.

If you are interested in programs for the gifted handicapped, you may want to write the state consultant for the gifted in your state office of education or you may find out about special federally funded projects for the gifted and talented handicapped by writing:

The Office of Gifted and Talented
United States Office of Education
6th and D Streets, S.W.
Washington, D.C. 20202

National Association for Creative Children and Adults
8080 Springvalley Drive
Cincinnati, Ohio 45236

American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

**ADDITIONAL READINGS**

Baker, H.J. *Biographical sagas of willpower*. New York: Vantage Press, 1970.

Goertzel, V. & Goertzel, M.G. *Cradles of eminence*. Boston: Little Brown, 1962.

Keller, H. *The story of my life*. Garden City, New York: Doubleday, 1954.

Meeker, M.N. *The structure of the intellect: Its implications and uses*. Columbus, Ohio: Charles E. Merrill, 1969.

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# MAINSTREAMING

## *Fact Sheet*

**What is mainstreaming?**
In a broad sense, mainstreaming is an expression of change in American values. It is part of a general movement to end the practices of isolation and neglect of exceptional individuals. As a comprehensive official definition, the following was approved by The Council for Exceptional Children's Delegate Assembly in April 1976:

> Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including nonexceptional children, even with the provision of supplementary aids and services.

**Will all exceptional children be put in regular classrooms?**
Mainstreaming is not the wholesale return to regular classes of all exceptional children who are currently in special classes. Schools must be prepared to demonstrate the appropriateness of their recommendations. Those individuals with handicaps in the trainably, severely, profoundly, or multiply handicapped range might well require a resource room or self contained classroom. However, the least restrictive settings should be determined on the basis of skill deficit rather than labels or categories of handicapping conditions.

**What advantages does mainstreaming bring to exceptional children?**
Mainstreaming brings the following advantages to exceptional children:

- Increased probabilities of being educated in their neighborhood schools.
- An educational setting that is in accordance with ordinary situations of community life.
- A combination of regular and special education.
- A learning program under the regular teacher's direction with support from specialists, aides, and pupils.
- A written individualized education program based on decisions and value judgments of more than one person.
- A data based program planned according to individual needs and skill deficits not hypothetical constructs developed about children in abstract categories.
- A full range of curriculum possibilities.
- Broadened social contacts.
- A sense of the future.

**How does mainstreaming affect the role of regular and special education teachers?**
In meeting the judicial and legislative mandates, special and regular teachers will be joining together and drawing from the skills and competencies of both disciplines. Models such as Vermont's Responsive Teacher Program assist

regular education teachers in acquiring special education skills through training that occurs directly in the classroom. Erosion of traditional boundaries between regular and special education will help lead to an individualized program for the exceptional child in a full continuum of instructional arrangements.

**How are parents involved in mainstreaming?**
Parents will serve more as facilitators of programing than direct program persons. They should take an active part in decisions involving their child's placement and instructional goals and objectives. Through the individualized education program and legal options specified in Public Law 94-142, parents now have the means to procure quality services which meet their child's needs.

**RESOURCES**


Birch, J. W. *Mainstreaming: Educable mentally retarded children in regular classes.* Reston VA: The Council for Exceptional Children, 1974.

Birch, J. W. *Hearing impaired children in the mainstream.* Reston VA: The Council for Exceptional Children, 1975.

Deno, E. N. *Mainstreaming: Learning disabled, emotionally disturbed, and socially maladjusted children in regular classes.* Minneapolis MN: Leadership Training Institute, University of Minnesota, 1977.

Jones, R. L. & Wilderson, F. B. *Mainstreaming and the minority child.* Reston VA: The Council for Exceptional Children, 1976.

Jordan, J. B. (Ed.) *Teacher, please don't close the door: The exceptional child in the mainstream.* Reston VA: The Council for Exceptional Children, 1976.

Martin, G. J. & Heben, M. *Supporting visually impaired students in the mainstream: The state of the art.* Reston VA: The Council for Exceptional Children, 1977

Reynolds, M. C. (Ed.) *Mainstreaming: Origins and implications.* Reston VA: The Council for Exceptional Children, 1976.

Reynolds, M. C. & Birch, J. W. *Teaching exceptional children in all America's schools—A first course for teachers and principals.* Reston VA: The Council for Exceptional Children, 1977.

Warfield, G. J. (Ed.) *Mainstream currents: Reprints from Exceptional Children 1968-1974.* Reston VA: The Council for Exceptional Children, 1974.



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# CAREERS IN SPECIAL EDUCATION

## *Fact Sheet*

**What is the future outlook for job opportunities in special education?**

Recent developments involving the handicapped and gifted have broadened the career possibilities in special education and related services. Advances made in medical science have increased the life expectancy of children who are born with serious health impairments, mental retardation, or visual, hearing, or physical handicaps. The recent coalition of parent and advocate groups has helped establish the right of handicapped and gifted children to be educated and prepared for a contributing interaction with society. Court rulings and federal and state legislation have ordered that appropriate and equitable education programs be provided for all children and that colleges and universities train the needed personnel. The current trend toward deinstitutionalization has resulted in more disabled adults moving out of institutions and into the community with less restrictive environments.

The many improvements of technology, adaptive equipment, devices, and materials have made for more mobility and independence on the part of the handicapped. Many people who have learning problems or sensory impairments have proven themselves able to perform responsibly on the job and to get along amiably with fellow employees. Heightened awareness and greater sensitivity on the part of society toward the handicapped has resulted in more nonhandicapped people being willing to invest themselves in the field of special education.

**What careers would allow me to work directly with exceptional children and adults?**

The following careers or avocations provide direct contact with exceptional children or adults:

- Preschool, elementary, secondary, or postsecondary level teachers of physically, mentally, or emotionally handicapped or gifted and talented children.
- Teacher aides, classroom assistants, or paraprofessionals who help teachers implement the daily educational program.
- Physical therapists, occupational therapists, counselors, speech clinicians, school nurses, home visitors, social workers, and psychologists who diagnose or provide educational prescriptions in specific skill areas.
- Resource room teachers who work with learning or behavior problem children needing occasional help.
- Administrators and staff of public, private, and residential schools, hospitals, state institutions, day care centers, sheltered workshops, adult group homes, and community recreational facilities.

**Are there careers in the field of special education where direct services are not part of the job?**

There are other careers people may have which ultimately benefit the handicapped or gifted population, though they do not work directly with these children or adults. Such occupations would include the following:

- Teacher trainers in colleges and universities.
- Consultants to classroom teachers.
- Inservice directors.
- Parent counselors.
- Curriculum developers.
- Researchers—medical and educational.
- Authors, editors, and publishers of professional literature and instructional materials.
- Designers, producers, and manufacturers of such adaptive equipment as prosthetic devices, hearing aids, wheelchairs, hydraulic lifts, and braillers.

- Professional organization staff (e.g., The Council for Exceptional Children), parent organization staff (e.g., National Association of Retarded Citizens), and business enterprise (e.g., American Printing House for the Blind).
- State and federal agency staff members.

**What careers are not in the field of special education yet help exceptional people?**

A third group of people perform operations and tasks that are extremely important to special education even though only part of their life or career may be involved with the handicapped or gifted. Nevertheless, a knowledge of and commitment to various exceptionalities is a necessity. The following would be among those in this category:

- Congressmen and other legislators who work on legislation for the handicapped and gifted as well as other legislation.
- Employers who hire the handicapped as well as nonhandicapped individuals.
- Volunteers who give part time help in respite care services, as house parents in group homes, as deaf interpreters for news broadcasts, and as readers for the blind.
- Architects who design public buildings which make possible their use and accessibility by all types of handicapped people.

For further descriptions and certification requirements of professional careers in special education, state education agencies and national headquarters of professional organizations may be contacted.

**How can I find out whether a career in special education is right for me?**

- Test your interest by doing volunteer activities with exceptional children or adults.
- Talk with people who are doing the kind of work you think you may like to be trained for.
- Check with your state department of special education to determine the personnel needs of the state.
- Contact the national headquarters of professional organizations in your field of interest.
- Study college or university catalogs to find out what courses you would be required to take and what competencies you must acquire.

For information about recruitment and selection of students, preparation, and certification in institutions of higher education, refer to *Casebook of Professional Practices in Special Education*, Stock #149, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (price $4.00).

For information on careers in specific areas of exceptionality, contact the following organizations:

Association for the Education
of the Visually Handicapped
919 Walnut
Fourth Floor
Philadelphia, Pennsylvania 19103

National Association for Mental Health, Inc.
1800 North Kent Street
Arlington, Virginia 22209

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

National Easter Seal Society
for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Association for Retarded Citizens
(NARC)
2709 Avenue E East
Arlington, Texas 76010

Association for Children
with Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Alexander Graham Bell Association
for the Deaf
3417 Volta Place
Washington, D.C. 20007

National Association for Creative
Children and Adults
8080 Springvalley Drive
Cincinnati, Ohio 45236

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# CHILD ABUSE AND NEGLECT

## *Fact Sheet*

**What is child abuse and neglect?**

In 1974, Public Law 93-247 defined child abuse and neglect as "physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened." Conservative estimates indicate that in the United States there are 60,000 to 500,000 instances of child abuse each year. Every day 2 to 15 children die from abuse. Many, many battered children become permanently handicapped—emotionally, physically, and/or mentally. Many abused children are placed in special education classes.

**How can I identify an abused child?**

Three critical attributes must always be present: (a) the individual is under 18, (b) he is under the charge of a caretaker, and (c) he has been nonaccidentally injured. Other manifestations, signs, and symptoms include broken bones, tenderness, swelling, bruises, abrasions, split lips, burns, weight loss, hunger, filth, drowsiness, chronic fatigue, withdrawal, shyness, fearfulness, distrust, requests for help, truancy, morbid dramatizations of home discord, graphic art illustrations, anger, hostility, aggressiveness, crying, wincing, retracting, unfriendliness, restlessness, and suspiciousness.

**When I suspect a case of abuse or neglect, what should I do about it?**

Make a request for further investigation. State laws specify to whom a report is to be made. Usually it is to the protective services division of the local department of social services, children and family services, or the local department of welfare; and sometimes it is to a law enforcement agency. Policies may call for a classroom teacher to report to the school principal, who in turn must report to a particular individual, a specified office, a mandated agency, or a statewide hot line.

**What position will it place me in if I report a suspected case of abuse or neglect?**

An educator has the obligation to report such cases and is standing upon firm legal ground with the authority of state law to back him or her up when reporting suspicions of abuse or neglect. Thirty-three states mandate it; the others encourage it; no state forbids it. Approximately 60% of the states make it a crime to fail to report suspected cases of child abuse. Every state law provides immunity to civil or criminal liability if the report was made in good faith. Persons reporting maliciously can be sued on grounds of slander, libel, defamation of character, or invasion of privacy.

**What will it mean for children in peril if I do not initiate help?**

For some it may ultimately mean their death—for others a lifetime of physical or mental disability, long term institutionalization, permanent scars, disfigurements, and brain damage. Developmental, social, and emotional lags will be prominent. Unattended illnesses and injuries may result in serious infections and diseases. Neurological, sight, and hearing impairments often result consequently lowering ability in intellectual performance. Furthermore, unreported abuse tends to give rise to more abuse and worse abuse down through the generations.

**What happens once a report is made?**

After a report has been made, there is further investigation of the situation, contact by a protective service worker with the parents or guardian, identification of family problems that contributed to

abuse or neglect, intervention with appropriate community resources, and use of legal authority if necessary.

**What types of treatment programs exist?**

Intervention varies in degree and length. It may include crisis treatment in the emergency room; hospitalization; temporary removal of the child to a crisis nursery, a day care center, or permanent placement in a foster home; psychiatric therapy for the parents; education in parenting skills; treatment of the family with the child at home; juvenile court intervention; counseling; recreational outlets; or special diets and medication. Protective services are usually mandated for a period of 3 to 6 months as opposed to a long term program of many months or years.

**Whose responsibility is it to make diagnoses and prognoses?**

A multidisciplinary approach to diagnosis is best with the composition of a child protection team. Ideally, it should consist of a special education teacher, pediatrician, hospital social worker, protective service worker, protective service worker for the community, public health nurse, psychologist or psychiatrist, lawyer, and law enforcement officer.

**What can be done to prevent child abuse and neglect?**

- Convince school systems of the value of adult education programs in parenting and early child development courses.
- Urge hospitals to expand prenatal programs and make staff available to help establish positive bonding between the mother and the newborn.
- Support networks of medical evaluation programs for children in life threatening conditions.
- Establish health education resource centers for children in adaptive stress situations.
- Join artificial extended families to teach the skills of developing friendships, trusting others, and improving one's self image.

**RESOURCES**

The Child Abuse Prevention and Treatment Act (P.L. 93-247) established a National Center on Child Abuse and Neglect, Office of Child Development, PO Box 1182, Washington, D.C. 20013. Responsibility for the activities is under the jurisdiction of the US Office of Education, Department of Health, Education, and Welfare, dispatched by the Children's Bureau of the Office of Child Development.

Additional information on child abuse and neglect may be obtained from the following sources:

National Center for the Prevention
and Treatment of Child Abuse and Neglect
1205 Oneida
Denver, Colorado 80220

American Humane Association
Children's Division
PO Box 1266
Denver, Colorado 80220

Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295

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